DOCUMENT RESUME

ED 310 553 EA 021 293

AUTHOR Burnett, I. Emett, Jr.
TITLE Elaboration on Working Together: A Collaborative Approach to University/School System Principalship Career Development.
PUB DATE Aug 89
NOTE 17p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Tuscaloosa, AL, August 13-18, 1989).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrator Education; Administrator Qualifications; *Catholic Educators; *Catholic Schools; *College School Cooperation; Elementary Secondary Education; Higher Education; *Principals; Supervisor Qualifications
IDENTIFIERS *Xavier University of Louisiana

ABSTRACT

In 1987, the Graduate School Center for Excellence in School Administration, at Xavier University of Louisiana, initated a program to stimulate interest in the Catholic school principalship and to enhance professional development among practicing school-site Catholic administrators. The curriculum, staff, and regular admission requirements are controlled by the graduate school, under the agreement that no student is to be admitted who is not currently employed in the schools of the Archdiocese and who has not been recommended by the Archdiocesan superintendent. The academic program consists of four 3-semester-hour graduate courses, three of which are already integral parts of the current master's program. Based upon student and departmental feedback, the program was restructured for the summer session of 1988. The program currently: (1) does not maintain a separate spiritual cohort group of classes; (2) requires a grade point average of 3.5 and a comprehensive exit exam for certification; (3) conducts special spiritual seminars; and (4) can be completed within 3 years of enrollment. A variety of transferable applications have arisen from the experience of this program. The future of American society depends upon the reformation of the American school system through university and school collaboration. (7 references) (KM)

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ELABORATION ON WORKING TOGETHER: A COLLABORATIVE APPROACH TO UNIVERSITY/SCHOOL SYSTEM PRINCIPALSHIP CAREER DEVELOPMENT

A Paper

by

I. Emett Burnett, Jr., Ph.D.
Associate Professor
Graduate School
Xavier University of Louisiana
New Orleans

Presented to
the

Principal Centers and Program Development
Interest Group

NATIONAL COUNCIL OF PROFESSORS OF EDUCATIONAL ADMINISTRATION
1989 ANNUAL CONFERENCE

Held at

The University of Alabama
Tuscaloosa

August, 1989

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WORKING TOGETHER: A COLLABORATIVE APPROACH TO UNIVERSITY/ SCHOOL SYSTEM PRINCIPALSHIP CAREER DEVELOPMENT

Early in 1987, the Xavier University of Louisiana Graduate School Center for Excellence in School Administration, which is directed by this writer, initiated a cooperative program with the Archdiocese of New Orleans Office of Education to stimulate interest in the Catholic school principalship as a career and to enhance professional development among school-site administrators practicing in the Catholic schools. The Catholic School Principalship Development Program has operated continuously since that time. To date, thirteen participants have completed the program, and a number have already made significant contributions to their schools in various positions as school-site administrators.

In a number of important ways, this program models the often-preached but seldom-achieved aim of bringing preparation programs offered by institutions of higher learning and pressing needs of individual school systems into closer working alignment. Although both the university and school system involved are Catholic institutions, many of the insights gained can be transferred readily to public school settings. The purpose of this paper is therefore to describe the processes involved in creating, developing, and maintaining this program, with emphasis being placed upon the applicability of certain elements to other collaborative efforts.

Mutuality of Needs

In accordance with its institutional mission to provide service to the community, the Graduate School needed to expand its involvement with the local Catholic schools. Implicit in A Nation At Risk: The Imperative for Educational Reform (National Commission on Excellence in Education, 1983)

is the challenge for comprehensive national involvement in fostering the development of our nation's elementary and secondary schools. Often overlooked is the fact that the Nation At Risk report did not address only the public schools, but the total institution of education in the United States. All schools, non-public as well as public, were included in its call for improvement.

Although university/school system collaboration antedates A Nation At Risk by many years, such efforts increased following its publication. These programs range from instructional development projects such as the Ohio Reading Recovery Project reported by Wayson, Mitchell, Pinnel and Landis (1988) to the various LEAD Centers established recently. Hoyle (1989) suggested recently that public school systems and universities be united into a single educational system.

Locally, no concentrated effort was being made by any university to help develop the administrative leadership needed by the Catholic schools. Discussion with the Superintendent made clear that the system had been searching for a viable program to recruit and train adequate numbers of qualified candidates for principalship vacancies. Additionally, a number of principals practicing in the system had received little formal training in such areas as organizational theory and instructional leadership. The possibility of increasing enrollment in educational administration and supervision, another need of the Graduate School, became apparent.

It was determined that these two distinct sets of needs, those of the school system and those of the university, could both be addressed effectively by a collaborative program. The Graduate School's Center for Excellence in School Administration would provide a focused program of graduate credit courses aimed at aspirant and practicing Catholic school principals. Through his office, the Archdiocesan Superintendent would oversee a recruitment and selection process aimed at securing promising participants.

Basic Considerations and Description of the Program

The essential power structure of both the Graduate School and the school system were respected and protected. In reaching agreement on program structure and operational procedures, I as program director dealt directly with the Superintendent on policy matters and with his designee on operational details.

It was agreed at the outset that total control of curriculum and staff would be exercised by the Graduate School, that all participants would be required to meet all regular admission requirements of the Graduate School, and that all final decisions on admission to the program would rest with the program director, a regular full-time member of the Graduate School faculty. For its part, the university agreed to admit no student to the program who was not recommended by the Archdiocesan Superintendent after having passed through the multi-level screening process specified. The process includes initial recommendation by the applicant's immediate superordinate and higher level review by the appropriate Archdiocesan Associate Superintendent. Applicants are limited to educators currently employed in the schools of the Archdiocese.

It was determined that the program would consist of four 3 s.h. graduate courses. Three of the courses already existed as integral parts of our master's degree program in educational administration and supervision with a principalship major: EDAD 5010 (Foundations of Educational Administration); EDAD 5110 E/S (Principles of Instructional Supervision in the Elementary or Secondary School); and EDAD 5140 E/S (Elementary School Principalship or Secondary School Principalship). It was decided that the content and credit requirements of these courses would remain identical with those of the regular class sections, but that initially CSPDP participants would be taught in separate class sections so as to focus more closely on

the applicability of content to the Catholic school setting.

One new course was added specifically for this program. EDAD 5141, Spiritual Leadership of the Principal in the Catholic School, was designed as an administration course addressing the role of the Catholic school principal as the organizer and leader of the faith community within the school that has been the raison d'etre for the existence of Catholic education since at least the Encyclical Letter of Pope Pius XI on the Christian Education of Youth (1929). Although a regular graduate credit offering, i.e., not institute work, it was agreed that enrollment in this course would be limited to CSPDP Fellows, as program participants were called.

Initially, the CSPDP was structured as an intensive part-time program requiring two consecutive semesters with 6 s.h. (two courses) scheduled each semester. A 3.0 GPA was required to earn the CSPDP Achievement Certificate awarded upon successful completion of the program. Upon receiving the program certificate, a Fellow could register for 3 additional graduate s.h. credit in EDAD 5560 E/S, Internship in Elementary School Administration or Secondary School Administration.

Because both the school system and the university looked upon participation in this program as an honor voluntarily undertaken by the participant for his/her personal career enhancement, no outside funding was sought and no program-specific financial assistance was given other than a modest tuition discount rendered in the form of a Fellowship during the CSPDP's first two cycles. Personal commitment was required of each Fellow in return for the recognition and learning opportunities made available by his/her selection as a participant. The concept of voluntary self-help effort was and is central to the philosophy of the program.

Outcomes and Adaptation

The program has operated since the Spring Semester, 1987. Two complete 12 s.h. cycles were operated on the separate cohort model planned

initially. During the first two cycles, a total of thirteen Fellows participated; twelve completed the program and received their Certificates of Achievement. Overall GPA for the thirteen participants was 3.52.

During Cycle I, a team-teaching approach was tried in EDAD 5110 E/S, Principles of Instructional Supervision in the Elementary or Secondary School. This writer served as coordinating professor of record, and several specially qualified practitioners from the Archdiocesan schools each made a limited number of presentations under my supervision. This was done in an effort to bring special relevance to the program and to involve qualified Archdiocesan administrators in the program as active resources.

Unfortunately, one of the clear recommendations we received from Cycle I Fellows was that we discontinue the team-teaching effort and utilize only one instructor per course in the future. Evidently, the variety of viewpoints and diversity of information presented made up too rich an intellectual diet for students receiving their first taste of administrative thought. This recommendation was accepted and we reverted to a single instructor format in Cycle II.

Overall, student evaluations of the program have been very positive. Fellows agreed that the program increased their understanding of the role of the Catholic school principal, increased their desire to serve as a Catholic school principal, and increased their spiritual fitness to serve as a Catholic school principal. They also indicated clearly that the CSPDP had sufficient academic intensity for a graduate level program.

Institutionally, both the Graduate School and the Archdiocesan Office of Education approved the program heartily. The Dean of the Graduate School has lent his constant support to continuation of the CSPDP. The Archdiocesan Superintendent was so impressed with the program that he commended it to the President of the University.

As with any viable program, changes were made over a period of time. Adaptation is, after all, a basic rule of life.

Based upon the data received over two cycles of operation, the CSPDP was restructured effective the Summer Session, 1988. The following basic changes were enacted:

(1) The concept of maintaining a separate spiritual cohort group was abandoned, at least temporarily. Essentially, the cost of providing separate class sections for courses already being taught as part of our regular master's degree programs in educational administration and supervision could not be justified by the six student average enrollment in the separate CSPDP sections. This was a difficult decision to reach, because the pronounced positive effect of the cohort grouping was evident,

(2) Based upon the excellent academic performance of the Cycle I and Cycle II Fellows, the required GPA for receiving the CSPDP Certificate of Achievement was raised to 3.5. Additionally, a comprehensive CSPDP exit examination is now required to earn that certificate.

(3) Because of the loss of the separate course sections and inclusion of CSPDP Fellows in regular sections of the foundations, instructional supervision, and principalship courses, Fellows are now required to participate in a limited number of special seminar meetings relating the content of each course to Catholic school practices and problems. A relevant research paper or action project is also required in connection with each course.

(4) Because of the financial difficulty cited by former Fellows and the pressure involved in taking two consecutive 6 s.h. semesters of graduate work on a part-time basis while actively employed as a teacher or administrator, Fellows may now complete the program on an individualized schedule approved by the program director anytime within three years of their initial enrollment.

(5) Based upon an emerging demand for EDAD 5141, Spiritual Leadership of the Principal in the Catholic School, by Archdiocesan personnel who did not need the entire CSPDP program, two such students were permitted to enroll in that course on an experimental basis during the Spring Semester, 1988. Their integration was positive and effective. It was therefore decided that henceforth EDAD 5141 would be an open enrollment course available to all students who received approval by the course instructor.

Implications Applicable to Other Settings

The following tranferable implications are derived from our experiences with this program:

(1) Take very seriously the need for our universities and school systems to work together toward reforming American education in all its settings. The future of our society depends upon it.

(2) Understand that the ultimate effectiveness of any collaborative program rests upon recognition of a true mutuality of needs between the school system and the institution of higher learning. Benefit to both partners will be proportional to the involvement of each.

(3) Realize that informal relationships can help greatly in facilitating the mutually trusting working relationships essential to success. In The Functions of the Executive (1938), Barnard pointed out the positive effects informal organization can have on achieving formal goals.

(4) Deal with the top level of management first. Deal and Kennedy (1982) have discussed the importance of symbolism in organizational life. The Superintendent is usually the living symbol of the school system. In addition, he/she has the information to discuss true needs and the power to forge reliable agreements.

Deal with his/her subordinates as colleagues in their roles as implementers of the executive decisions reached.

(5) Be systematic and reliable in following through on commitments made. In The Practice of Management (1954), Drucker stressed the importance of order, predictability, and timeliness in undertaking organizational programs. If anything, the effects are much greater when the intersecting interests of two distinct organizations are involved.

(6) Realize that adaptation is a rule of life for organizations and programs no less than for biological entities. Do not attempt to design the ultimate program and then become unwilling to change those features, however desirable, that do not work out in the arena of the real world. To do so is to condemn your program to an early death.

(7) Do not make the mistake of thinking that no collaboration is possible without additional funding. Many opportunities for school system/university cooperation require little if any additional resources. What is needed in many cases is the insight and commitment to utilize existing resources more creatively.

(8) Expect to put forth much financially uncompensated overtime and to experience a variety of unanticipated rewards as well as unavoidable frustrations. Realize that in the end, however, there are few more satisfying experiences than to know that you have been instrumental in bringing together the mutual efforts of a school system and an institution of higher learning in pursuit of greater realization of the American dream.

# # #

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Xavier University of Louisiana — New Orleans
Graduate School

EFFECTIVE FIRST SUMMER SESSION, 1988

CENTER FOR EXCELLENCE
IN
SCHOOL ADMINISTRATION

CATHOLIC SCHOOL PRINCIPALSHIP DEVELOPMENT PROGRAM

Since 1987, the Xavier University Graduate School has offered selected Catholic school principals, assistant principals, and teachers aspiring to positions in school site administration a special professional development program aimed at: (1) developing a viable pool of applicants specially qualified for the challenges of the Catholic school principalship; and (2) enhancing the career development of such persons. The Catholic School Principalship Development Program was initiated by the Graduate School's Center for Excellence in School Administration as part of the University's continuing commitment of service to our Catholic schools, and is operated cooperatively with the Department of Education of the Archdiocese of New Orleans. It focuses specifically upon developing the spiritual qualities and leadership/management skills needed by principals of Catholic Schools.

A number of CSPDP Fellows have already completed this program and have been awarded their recognition certificates. Several are serving as school administrators in the Archdiocese at this time.

As a result of ongoing program development, the CSPDP is being adjusted to make it available to a larger number of applicants. Fellows may start their studies during any semester one of the required courses is offered and complete their coursework within three years of their initial enrollment. Considerable flexibility is therefore provided for the individual in planning his/her program.

PROGRAM:

Twelve semester hours of part-time graduate study are enriched by additional exposure to effective Catholic school practices. Admission to the program is limited to nominees of the Archdiocesan Superintendent of Schools identified through his designees and named as Fellows in this program by the Director of the Xavier University Graduate School Center for Excellence in School Administration.

THE FOLLOWING REGULAR GRADUATE COURSES COMPRISE THE PROGRAM. ALL FOUR COURSES MUST BE TAKEN IN THE XAVIER UNIVERSITY GRADUATE SCHOOL FOLLOWING FORMAL ADMISSION TO THE PROGRAM.

EDAD 5010: Foundations of Educational Administration. 3 s.h.

EDAD 5110 E or EDAD 5110S: Principles of Instructional Supervision (Elementary or Secondary School Level, As Appropriate). 3.s.h.

EDAD 5140E or EDAD 5140S: Elementary or Secondary School Principalship, (As Appropriate). 3 s.h.

EDAD 5141: Spiritual Leadership of the Principal in the Catholic School. 3 s.h.

A minimum final grade of B is required in each course, with an overall grade point average of 3.5.

Xavier University of Louisiana — New Orleans
Graduate School

CENTER FOR EXCELLENCE
IN
SCHOOL ADMINISTRATION

APPLICATION FOR APPOINTMENT AS A FELLOW IN THE CATHOLIC SCHOOL PRINCIPALSHIP DEVELOPMENT PROGRAM

I hereby apply for admission as a Fellow in the Catholic School Principalship Development Program. If admitted, I agree to fulfill all requirements of this program. I understand that participation in this program, although an important professional development experience, does not guarantee appointment to an administrative position in the schools of the Archdiocese of New Orleans.

NAME: _____
(First) (Middle) (Last)

SCHOOL WHERE PRESENTLY EMPLOYED: _____
(Name of School)

Present Job Title: _____

Office Telephone: _____

_____ _____
(Number) (Street)

_____
(City) (State) (ZIP Code)

HOME ADDRESS: _____
(Number) (Street)

_____ Home Telephone: _____
(City) (State) (ZIP Code)

EDUCATIONAL BACKGROUND:

Degree	Institution	City	Major	Year Conferred
Bachelor's:				
Master's:				
Doctorate:				

Honors, Awards, Additional Study: _____

_____

PROFESSIONAL EXPERIENCE AS AN EDUCATOR (List most recent experience first):

School/Work Site	Job Title	Years

Awards, Recognition, Special Responsibilities: _____

_____

(COMPLETE APPLICANT'S SECTION ON BACK OF FORM)

STATE BRIEFLY WHY YOU ARE APPLYING:_____

_____

_____

_____

_____

_____

XAVIER UNIVERSITY OF LOUISIANA ADMITS STUDENTS OF ANY RACE, COLOR, NATIONAL AND ETHNIC ORIGIN, SEX AND RELIGION TO ALL RIGHTS, PRIVILEGES, PROGRAMS AND ACTIVITIES GENERALLY ACCORDED OR MADE AVAILABLE TO STUDENTS AT THE UNIVERSITY. IT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, NATIONAL AND ETHNIC ORIGIN, SEX OR RELIGION IN ADMINISTRATION OF ITS EMPLOYMENT AND EDUCATIONAL POLICIES, ADMISSIONS POLICIES, SCHOLARSHIP AND LOAN PROGRAMS, AND OTHER UNIVERSITY-ADMINISTERED PROGRAMS.

_____ _____
(Signature of Applicant) (Date)

RETURN THIS APPLICATION TO THE ASSISTANT SUPERINTENDENT FOR YOUR REGION.

**********(APPLICANT IS NOT TO WRITE BELOW THIS LINE)**********

RECOMMENDATION OF PRINCIPAL/IMMEDIATE SUPERVISOR:

I recommend this applicant for appointment as a Fellow in the Catholic School Principalship Development Program.

COMMENTS:_____

_____

_____

_____ _____
(Signature of Principal/Immediate Supervisor) (Date)

ACTION OF REGIONAL ASSISTANT SUPERINTENDENT:

I have reviewed this applicant's qualifications and recommend that the Archdiocesan Superintendent of Schools nominate him/her for appointment as a Fellow in the Catholic School Principalship Development Program.

COMMENTS:_____

_____

_____

_____ _____
(Signature of Regional Assistant Superintendent) (Date)

ACTION OF ARCHDIOCESAN SUPERINTENDENT OF SCHOOLS:

After due consideration, I nominate this applicant as a candidate for appointment by the Xavier University Graduate School Center for Excellence in School Administration as a Fellow in the Catholic School Principalship Development Program.

COMMENTS:_____

_____

_____

_____ _____
(Signature of Archdiocesan Superintendent) (Date)

XAVIER UNIVERSITY
OF LOUISIANA

GRADUATE SCHOOL

CENTER FOR EXCELLENCE
IN
SCHOOL ADMINISTRATION

CATHOLIC SCHOOL PRINCIPALSHIP DEVELOPMENT PROGRAM

FELLOW EVALUATION FORM

DATE: _____

DIRECTIONS: Please circle the most appropriate rating for each item and add any comments you deem appropriate.

1. This program has increased my understanding of the role of the Catholic school principal.

LOW 1 2 3 4 HIGH

COMMENTS: _____

2. This program has increased my desire to serve as a Catholic school principal.

LOW 1 2 3 4 HIGH

COMMENTS: _____

3. This program had sufficient academic intensity for a graduate program.

LOW 1 2 3 4 HIGH

COMMENTS: _____

4. This program has increased my spiritual fitness to serve as a Catholic school principal.

LOW 1 2 3 4 HIGH

COMMENTS: _____

5. Overall, I rate this program:

LOW 1 2 3 4 HIGH

COMMENTS: _____

THANK YOU FOR YOUR ASSISTANCE! PLEASE USE THE BACK OF THIS FORM FOR ANY ADDITIONAL COMMENTS YOU WOULD LIKE TO MAKE.

XAVIER UNIVERSITY OF LOUISIANA

THE GRADUATE SCHOOL

and its

Center for Excellence in School Administration

hereby certify that

SAMPLE

has successfully completed all requirements as a Fellow of the

Catholic School Principalship Development Program

conducted in cooperation with the Office of Education, Archdiocese of New Orleans.

Awarded at New Orleans, Louisiana this _____ day of _____, _____.

_____

DEAN OF THE GRADUATE SCHOOL

_____

ARCHDIOCESAN SUPERINTENDENT

_____

DIRECTOR, CESA